

UNIVERSITY COURSE TEXTBOOKS WITH A PERSON-ORIENTED APPROACH

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The information society forces educators to create new learning technologies. In the new educational paradigm, student becomes intrinsically central figure in the educational process. From now on, pedagogy should focus on managing information for the implementation of cognitive activities of students, and not on teaching, characteristic for the industrial society era. For this reason, coursebooks should become fundamentally different.

In our study, we are examining primarily a traditional paper-based textbook that remains the most popular amongst other source materials.

The educational information in such coursebook is structured and presented in the form of information study blocks (ISB). Each of the created information study blocks is a system consisting of four subsystem blocks: the basic study block (BSB), the complementary study block (CSB), the signal study block (SSB) and the applied study block (ASB). Worth noticing, that the CSB, the SSB and the ASB must be inserted in the BSB on the principle of "four in one".

The basic study block is formed from separate statements of the written text, which are sequentially numbered and placed in the text according to the logical order of their teaching, providing "the transition from one knowledge to another". The complementary study block consists of didactic materials concerning worldview and popular science, which expand, complement, popularize, and affect the emotional and sensory sphere of the student, thus disrupting the mechanism of information perception. Signal study block consists of performative statements (rules and regulations) that contain especially important and worth paying special attention to or remembering information. The applied study block provides an example of solving a specific real-life problem or task concerning safety topics. It is separated from the main text by the subheading "Example", "Practice", etc.

Consequently, the information study block (ILB) has the form of multilevel, branched hypertext, structural units of which are linked by a single thematic plan, which is increasing the effectiveness of learning through a person-oriented approach.

Working with such textbook on a paper carrier, student is placed in the center of a constructed cognitive environment, and "takes over" information flows from four educational units (blocks) – BSB, CSS, SSB, ASB which are coherent, interferentially enhanced in space and time due to the agreement between the authors about their content, coherence and proper location in the textbook.

Finally, it is noteworthy that such a multi-level structure of information (in contrast to plane, linear) to some extent brings the paper textbook closer to electronic. Moreover, the educational components of such textbook can be transformed into an electronic textbook. And the educational components of such textbook, as separate "clips", are combined by the performative text of the basic study block (BSB) into one coherent whole. Fragmentary, "clip" perception of information, peculiar to modern youth, does not dissipate in such a textbook, but on the contrary, synergistically intensifies each fragment and works on the result: the knowledge acquisition.